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## **Lesson Plan**

### **Rationale**

This lesson will give students the opportunity to learn compare and contrast literature, female writers and culture in two different countries. Students will learn that although two countries can be culturally different, they face similar issues and share the love of literature.

### **Objectives**

Students will be able to compare and contrast two different countries and the role that female poets have had in literature.

Students will compare and contrast the life of females in two different cultures.

### **World Language Standards**

#### **WL.CL3.S**

Research, analyze, discuss, and hypothesize about the products, practices, and perspectives of the target cultures—comparing concrete and abstract, general and specialized, and academic and professional topics with the mainstream cultures of the United States and other countries, and the students' own cultures.

#### **WL.CN1.S**

Research, analyze, discuss, and hypothesize in the target language about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise across disciplines.

#### **WL.CM6.S**

Communicate about topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use knowledge of sentence-level elements (morphology and syntax of common and uncommon structures) and extended discourse (text structure).

## **Lesson Plan**

### **Day 1: Female Gender Roles in Korea**

Objectives: Explain gender roles in Korea during the Chosen Dynasty

Materials:

- Large Post-it
- Markers
- Copies of "Women's Life During the Chosen Dynasty"

Hee-Sook, Han. "Women's Life During the Chosen Dynasty" *International Journal of Korean History* (Vol.6, Dec.2004) [https://ijkh.khistory.org/upload/pdf/6\\_05.pdf](https://ijkh.khistory.org/upload/pdf/6_05.pdf)

Procedures:

1. I will start the class with a KWL Chart. (7 minutes)
  - Students will first create their own KWL chart.
    - What do you know of the Chosen Dynasty?
    - What would you like to know about the Chosen Dynasty?
    - What did you learn about the Chosen Dynasty?
  - Students will then be divided into different groups and receive a Large Post-it
  - Poster to write a KWL Chart.
2. Jigsaw Reading (25 minutes)
  - Each group will be given a part of the reading "Women's Life During the Chosen Dynasty"
  - Students will do a "Close Reading" and discuss the article with their group.
  - Students will add the "L" to their KWL chart.
3. Delivery (15 minutes)
  - Each group will have 3 minutes to deliver their content to the class
4. We will add "L" to the KWL chart and check if we answered every question. (5 minutes)
  - If there is any unanswered questions they will be assigned as homework.

**Day 2:** Ho Nansohorn

Objectives: Summarize the life of Ho Nansohorn and her role in literature

Materials:

- Kim, Kichung. "Ho Nansohorn and Shakespeare's Sister" **Creative Women of Korea.** <https://china.usc.edu/sites/default/files/Kim%2C%20Ho%20Nansohorn.pdf>

Procedure:

1. Review
  - We will begin the class by reviewing the KWL chart and adding the "unanswered" questions.
2. Pop-Corn Reading
  - We will read "Ho Nansohorn and Shakespeare's Sister"
  - We will pass every so often to summarize what we are reading and clarify any misunderstanding.

**Day 3:** Ho Nansohorn & Poetry

Objectives: Students will analyze a poem and make a connection to women's role during the Choson dynasty.

Materials:

- Large Post-It

- Computer
- SOAPStone
- Kim, Kichung. “Ho Nansorhon and Shakespeare’s Sister” **Creative Women of Korea.**  
<https://china.usc.edu/sites/default/files/Kim%2C%20Ho%20Nansorhon.pdf>  
 SOAPStone Handout <http://jfmuelller.faculty.noctrl.edu/toolbox/examples/neville17/task7.pdf>

#### Procedure

1. Wordle for Ho Nansorhon (4 minutes)
  - Students will write down as many words related to Ho Nansorhon and post them on Schoology.
  - I will gather all of those words and create a Wordle for them to see
2. Poetry (50 minutes)
  - Discuss the poems from the day before (5 min)
  - Choose one poem and analyze it as a class using SOAPStone (10-15 minutes)
  - Give out a handout to students (SOAPStone Worksheet)
  - Ask students to choose a poem and give them 10 minutes to analyze the poem using the SOAPStone method (10 min)
  - Break students into groups (common poem) and have them discuss their analysis
  - Give students a Large Post It and ask them to write their analysis
  - Students present to the class

#### **Day 4: Assessment**

##### Cultural Comparison

Objectives: Students will compare and contrast the role of poet Ho Nansorhon in Korean Literature and a Latin American poet.

How is the female role in society reflected through poetry? Give examples.

##### Materials

- Cultural Comparison Structure Poster
- Timer
- Paper

##### Procedure

1. Explain the structure of the cultural comparison (5 minutes)
2. Give students 10 minutes to quietly write down their presentation (10 minutes)
3. Create groups of 3 and ask students to share their presentation and also give constructive feedback. Repeat 3 times. (15 minutes)
4. Students can make modifications to the presentation (5 minutes)
5. Randomly choose students to present to the class. Class gives feedback. (20 minutes)